IMPACT Pre-Service Training Curriculum Changes Effective August, 2005

MODULE ONE:

Page 1-1 COMPETENCIES, change to second bullet point, "understands the history of child welfare' deleted.

Page 1-1 LEARNING OBJECTIVES deletes:
 #3 "To understand the history of child welfare".

Page 1-2 AGENDA deletes:
 III History of Child Welfare
 VI Answering the Call Family Pocket Guide

Page 1-3 NEW - Materials List

Page 1-6 NEW - Description of IMPACT Modules and Process Handout

Page 1-12 LEADER'S NOTE: includes the web site address for the DHR organizational chart.

Page 1-12 Has a LEADER'S NOTE for private agency staff to discuss "the relationship between the private agency and DFCS, and inform resource families about how the private agency/DFCS partnership will come into play during their experience with resource parenting".

Page 1-13 Has a web site address to obtain the most current data about foster care in Georgia.

Page 1-15 "A Time to Walk in Another's Shoes" includes the following changes:
 1st Paragraph: "your parents divorced;"
 2nd Paragraph: "You knew how to take care of your mom, too. You cooked and cleaned…"
 6th Paragraph: "At eighteen, you exited foster care."

Page 1-16 Definition of parentified child changed from "children who act as a parent for their siblings" to "are acting as a parent for their siblings."

Page 1-17 NEW Handout - Resource Parent Paperwork to Be Completed

Page 1-18 LEADER'S NOTE: The *Answering the Call Family Pocket Guide* is available on the IMPACT website in .pdf format.

Page 1-18 LEADER'S NOTE: Participants complete the 🗗 IMPACT Pre-Service Training Evaluation.

MODULE TWO:

Page 2-1 The OVERVIEW statement is revised.

Page 2-1 The Competencies are revised:
> 1st bullet – "and know the various types of temporary substitute care and permanency planning options to children" deleted
> 3rd bullet – revised to: "The resource parent understands the definitions of neglect, physical abuse, and sexual abuse; and recognizes some signs and symptoms of each.

Page 2-1 LEARNING OBJECTIVES – The following bullets deleted:
> 3rd bullet – Know the various types of temporary substitute care and permanency planning options available to children: Foster, Foster to Adopt (legal risk), Foster and Adopt, Adoption.
>
> 4th bullet – Understand the role of the resource family in permanency planning.

Page 2-2 AGENDA – the following activity is deleted:
> I.   Types of Resource Families

Page 2-2   AGENDA – the following activities are combined:
> IV   Foster Care Process and
> V.   Foster Care and Adoption Experience

   And is now: III   The Foster Care and Adoption Process

Pages 2-3 to Page 2-8   Revised "Abuse and Neglect" activity

Page 2-12   Correction – AA changed to NA

Pages 2-13 to 2-24   Completely revamped – Includes a role-play exercise for the Smart family.

Page 2-24 New - Handout - Child Welfare Case Process Continuum

Page 2-25 LEADER'S NOTE: Participants complete the 🗗 IMPACT Pre-Service Training Evaluation.

MODULE THREE:

Page 3-1 COMPETENCIES #2 changed to:
"Resource parents will know the five permanency goals for children in foster care and some of the requirements and methods needed to achieve permanency".

Page 3-1 Learning Objective #6 changed to:
"Be able to understand the legal issues that affect child welfare and foster care practice, and be able to apply this information to care giving".

Page 3-2 AGENDA revised
Was: Permanence Goals, Foster to adopt Placement, Termination of Parental Rights, Independent Living Program, Juvenile Court Process, Bill of Rights for Foster Parents, Bill of Rights for Children and Birth Families.

Page 3-2 AGENDA deletes:
- VI. Bill of Rights For Foster Parents
- VII. Bill of Rights for Children and Birth Families

Page 3-3 New Flip Chart "Placement to Permanency"

Page 3-4 New "Types of Resource Families" handout and activity.

Page 3-16- to 3-14 Enhanced discussion on Permanency Goals

Pages 3-14 to 3-16 New "What Should Happen?" activity.

Page 3-16 LEADER'S NOTE: Participants complete the ⬚ IMPACT Pre-Service Training Evaluation.

MODULE FOUR:

Page 4-1 COMPETENCIES #3 deleted:
"The resource parent understands DFCS policies regarding the reporting of emergencies, vacation planning and/or respite care, and is familiar with procedures for reporting difficulties."

Page 4-2 AGENDA completely revised.
Was: Introduction to Foster Care Policy, Definition of Partnership, Team Responsibilities, Benefits of Partnering, Challenges to Partnerships, What Can't We All Just Get Along?

Page 4-6 New Flip Chart and handout "Team Development"

Pages 4-7 to 4-10 Revised discussion on teamwork. "Storming- Why Can't We All Get along?"

Pages 4-11 to 4-15   Revised discussion "Performing – Team Responsibilities."

Page 4-16   Activity name change from "Benefits of Partnerships" to "Benefits of Teamwork."

Page 4-24   LEADER'S NOTE: Participants complete the ▱ IMPACT Pre-Service Training Evaluation.

<u>**MODULE FIVE:**</u>

Page 5-1   COMPETENCIES - #1 changed to:
   "The resource parent understands some post-adoption issues for both parent and
   child."

Page 5-1   COMPETENCIES deleted:
   #2   The resource parent knows the importance of talking to the child about
   adoption, explaining adoption to the child at a developmentally appropriate level and
   handling difficult information regarding the primary family with the child without
   denigrating or judging the primary family."

   #3   The resource parent knows the importance of discussing adoption issues and
   the primary family history of the child in an appropriate way with extended family
   members and close family friends and of handling insensitive comments made about
   adoption by strangers and causal acquaintances as well as relatives and friends.

Page 5-1   COMPETENCIES – this competency is #2:
   "The parent understands how parental fantasies about the "dream" child and the
   child's fantasies about his/her parents will impact the long-range adjustment of the
   family".

Page 5-2   LEARNING OBJECTIVES - #3 is deleted
   "Discuss adoption issues and the primary family history of the child with extended
   family members and close family friends."

Page 5-3   AGENDA deletes "Lessons from the Trenches" and adds the "Dream Child"
activity.

Page 5-7 to 5-8   New "The Dream Child" activity.

Page 5-22 to 5-26   Revised "Successful Traits" activity.

**Page 5-26   LEADER'S NOTE: Participants complete the
▱ IMPACT Pre-Service Training Evaluation.**

MODULE SIX:

Page 6-1 COMPETENCIES #1 deletes "traditional and non-traditional primary families" and states instead "primary families…"

Page 6-2 AGENDA is completely revised.
> **Was:** Welcome, Engager, Vocabulary Words, Self Analysis of Notions and Biases, The Importance of the Primary Family to the Child in Care, The benefits of Contact, The Basics of Family Visitation, and Visitation.

Page 6-3 VOCABULARY – Revised definition for "Bonding" and "Primary Family."

Page 6-11 "Comprehensive Child and Family Assessment" replaces "First Placement/best Placement."

Pages 6-16 – 6-19 "Life Books" activity added.

Page 6-19 LEADER'S NOTE: Participants complete the
🗇 **IMPACT Pre-Service Training Evaluation.**

MODULE SEVEN:

Page 7-2 AGENDA revised:
> **Was**: Welcome, Vocabulary, 5 Areas of Human Development   (Activity – Are You Experienced), Childhood Trauma, Traumas that Impact Growth & Development (Vignettes), and Summary.

Page 7-2 AGENDA – Are you Experienced? Activity deleted

Pages 7- 4 to 7-13 New "Development – An Interactional Fairy Tale" activity.

Page 7-4 New - Materials List**:** One Set Each of Developmental Milestone Cards (7-10), Five Areas of Human Development handout,
Child Development Characteristics handout, and prepared Flip Charts.

Pages 7-14 to 7-16 New discussion "Childhood Development and Trauma."

Page 7-25 Vignettes Activity – Trainer instructions revised.

Page 7-33 New - LEADER'S NOTE: Participants complete the
🗇 IMPACT Pre-Service Training Evaluation.

MODULE EIGHT:

Page 8-2 AGENDA revised: Was – Welcome (Vocabulary), Natural and Disruptive Losses (A Personal Grief Recovery Questionnaire), Stages of Grief, Signs and Behaviors

Associated with the Stages of Grief, Vignettes, Basic Guidelines for Living with Traumatized Children, and Summary.

Page 8-2 AGENDA deletes the following activities: Natural and Disruptive Losses

Page 8-3 VOCABULARY – Definition for "Fight or flight response" deleted.
Page 8-4 Activity "Grief Recovery" Activity instructions revised.

Page 8-7   New "Introduction to Grief Process" discussion.

Page 8-11 Revised "Guided Imagery" activity.

Page 8-16 New – "What Can Parents Do?" activity

Deleted: The Post Traumatic Stress handout and the (grief) Vignettes.

LEADER'S NOTE: Participants complete the ⬜ IMPACT Pre-Service Training Evaluation.

MODULE NINE:

Page 9-3 VOCABULARY - Definition for "Bonding" revised.

Page 9-4 Activity renamed – "Defining Attachment" instead of "Define Attachment."

Page 9-13 Revised "Specific Concerns of Maltreated Children with Attachment Problems" Handout

Page 9-18 LEADER'S NOTE: Participants complete the
⬜ IMPACT Pre-Service Training Evaluation**.**

MODULE TEN:

Page 10-2 AGENDA   revised: Was – Welcome (Introduction, Vocabulary), Activity – Can You Read this, Impact on the Family, Strategies for Parenting Children with SED (Activity – What Can Parents Do?), Developing a Plan for Coping, and Summary (Thomas – A Bedtime Story for Parents).

Page 10-10 New – "Introduction to SED" discussion.

Page 10-18 Revised handout "Developing a Plan for Coping."

LEADER'S NOTE: Participants complete the ⬜ IMPACT Pre-Service Training Evaluation.

MODULE ELEVEN:

Page 11-2   AGENDA revised. Was – Welcome (Introduction, Vocabulary), Definitions of Sexual Abuse, Child Sexual Abuse, Indicators/Reactions/Self-Awareness, Basic Information on sexuality for Children, and Stages of Sexual Development.

Page 11-3   VOCABULARY – Definition for "seduction" added.

Page 11-19 New "Common Issues for Resource Families Parenting   Sexually Abused Children" handout.

DELETED: "Reactions to Trauma" handout.

LEADER'S NOTE: Participants complete the ⊟ IMPACT Pre-Service Training Evaluation.

MODULE TWELVE:

Page 12-2   AGENDA revised. Was – Welcome (Introduction), How to Parent the Sexually Abused Child, Behaviors Connected to Sexual abuse, State the Rules, Responding to Challenging Behaviors, Preventing allegations, and Factors that Influence Healing.

Page 12-3   New "Common Behavioral Concerns" activity.

Page 12-7   New instructions for the Flip Chart "Common Behaviors."

Page 12-8   Handout title change from "Common Issues for resource Families Parenting Sexually Abused Children" to "Common Behavioral Issues."

Page 12-17   Correction of typos contained in the 5th paragraph.

Page 12-18   New "Supporting the Sexually Abused Child" handout.

Page 12-23   Deleted from the handout "Tools to Prevent Allegations" the phrase: "Invest in a Polaroid camera with date stamping. If the child has unsupervised visits take pictures before and after the visit."

LEADER'S NOTE: Participants complete the ⊟ IMPACT Pre-Service Training Evaluation.

MODULE THIRTEEN:

Page 13-1   Module Title changed to "Behavior Management Techniques" – a move from Module 14 to Module 13.

Page 13-1   OVERVIEW revised to state what was previously written in Module 14.

Page 13-1   COMPETENCIES (Module 14)

Page 13-1   LEARNING OBJECTIVES (Module 14)

Page 13-2   AGENDA revised. Was: Introduction (Welcome, Overview of Module, Introduction to Vocabulary), Introduction Activity – Value Statements, Introduction to Current Discipline Policy, Natural and Logical Consequences, Review and Closing.

Page 13-3   VOCABULARY - Revised order for words (now alphabetical).

Pages 13-6 to 13-16   Revised "Discipline Policy" Activity.

Handouts added are:
- DFCS Discipline Policy
- Agency Policy Regarding Reports of Abuse/Neglect in DFCS Home.

Flip Charts added:
- Reasons Not to Use Physical Punishment
- Reasons Why the Agency Cares How resource Parents Discipline Children
- Prohibited Forms of Discipline
- Acceptable Forms of Discipline

Page 13-17   New "Ten (10) Techniques to Shape Children's Behavior" discussion .

Handouts added are:
- Use of Natural or Logical Consequences
- 10 Techniques to Shape Children's Behavior

Page 13-18   New – "Review and Closing" activity. "Keys to Effective Limits" handout is added.

LEADER'S NOTE: Participants complete the ▤ IMPACT Pre-Service Training Evaluation.

MODULE FOURTEEN:

Page 14-1   **Module title changed to "Understanding and Preventing Misbehavior."**

Page 14-2   AGENDA revised.

   Deleted: Introduction (Welcome, Overview of Module, Introduction to Vocabulary); Responsive Discipline; and Summary.

   Added: DFCS Safety Agreement Activity.

Page 14-3 VOCABULARY – Revised definition for "Punishment;" vocabulary words are now in alphabetical order.

Page 14-9 "Parenting Styles" handout revised.

Page 14-21 New - "Safety Agreement" activity added.

LEADER'S NOTE: Participants complete the ⬜ IMPACT Pre-Service Training Evaluation.

MODULE FIFTEEN:

Page 15-2 AGENDA revised; deleted are:
- "The Story – The Traveler"
- "Make It Memorable"

Added time "Losing Isaiah."

Page 15-8 Revised (correction of typos) for "Seven Trans-cultural Parenting Techniques" handout.

LEADER'S NOTE: Participants complete the ⬜ IMPACT Pre-Service Training Evaluation.

MODULE SIXTEEN

Page 16-2 AGENDA revised. Was: **Engaging Families**, Planning for Change, **The Family System**, Areas Affected by the Entrance of New Members, **Family Members and Supports**, Eco-Maps, and The Porcupine Fable. (Bold items deleted.)

Page 16-3 New "Planning for Change" discussion.

Page 16-5 New - Handout "Areas of Consideration."

Page 16-6 "The Family System" discussion revised; includes the "Family System" and "Family Roles" handouts.

Page 16-13 "Eco-Map" activity revised. "Family Members and Support List" handout renamed "My Life."
Moved: The Personal Network Matrix is now part of the inventories included in the RFE and is deleted from this module.

LEADER'S NOTE: If this is the final module for the session, participants complete the ⬜ IMPACT Pre-Service Training Evaluation.

MODULE SEVENTEEN:

Page   17-1   Revised OVERVIEW – Was: Resource parents will focus on the impact of fostering or adopting on their family systems from placement to permanency, understand the need for sibling to be placed together, and understand the need to reduce placement moves.

Page 17-1   Revised COMPETENCIES – Was**:**
- Resource parent knows how placement can affect parent/child, sibling, marital, or other adult relationships within the family, and knows ways to deal constructively with stresses that can potentially affect these relationships.

- Resource parent understands the intergenerational impact of fostering/adoption on other children in the family, grandparents, and other extended family members; and, the parent knows techniques to draw other family members into the fostering/adoptive process.

- Resource parent recognizes signs of family stress; knows how stress can affect family members' behaviors; knows effective coping strategies; and, understands the importance of developing and using support systems to help manage stress and prevent family crisis.

Page 17-1   Revised LEARNING OBJECTIVES **– "**Recognize the importance of internal and external family members in supporting the foster/adoption process" deleted.

Page 17-2   Revised AGENDA – Was: Welcome; Merging The Jackson and Nelson Families; "The Joy Luck Club;" Kai's Family System; The First Day of Placement; The Placement Continuum; The Suitcase Story, Role Play, Holding Family Meetings and Closing.

DELETED: The Jackson and Nelson family activity

DELETED: "Kai's Family System" activity.

Page 17-8   New "Continuum Questions" Flip chart.

DELETED: "I Said I'd Be A Resource Parent Not A Chauffeur." (from first IMPACT edition)

LEADER'S NOTE: If this is the final module for the session, participants complete the ⎙ IMPACT Pre-Service Training Evaluation.

MODULE EIGHTEEN:

Page 18-1 OVERVIEW revised – Was: The resource parent will be able to work collaboratively with community service provides, and will be able to advocate on behalf of the child to obtain appropriate services.

Page 18-1 COMPETENCIES revised – Deleted:
- The resource parent knows how to advocate on behalf of the child's best interests, during case planning with the agency, schools, mental health professionals, and other social service providers; and, knows how to identify and access appropriate services.

- The resource parent understands the agency structure and ways to advocate for a child at appropriate levels of the agency structure.

Page 18-1 LEARNING OBJECTIVES revised – Deleted:

- Understand how to develop a plan for locating community resources.
- Be able to connect with services suited to the child's needs.
- Understand the structure of DFCS and how DFCS works with partners.
- Understand the privacy laws surrounding HIPPA.
- Be knowledgeable about the dynamics of working with the school to set up an Individual Educational Plan (IEP).
- Understand the different types of mental health providers.

Added:
- Understand the Foster Parent Bill of Rights.
- Will be familiar with DFCS policies that immediately impact their role as resource parents.

Page 18-2 AGENDA Revised – Was: Welcome; What are Community Resources (Importance of Working with Community resources, Community Resource Worksheet); Connecting the Child, Family and Placement Resources to Services Suited to Needs (Honesty About Strengths and Needs, Addressing and Solving Problems); Advocacy (Defined, Tools); Partnering with the School System; Mental Health; Medical Profession – HIPAA; Confidentiality and Summary.

Page 18-3 New "Policy Power" discussion and handout.

Page 18-8 New "Foster Parents Bill of Rights" discussion and handout.

Page 18-14 Revised "Advocating for Community Resources" activity.

DELETED: "IEP meeting Preparation Checklist for Parents;" "Advocacy Tips for Working with Schools" handout; Mental Health, HIPAA & Confidentiality activity; "Mental Health Professionals" and "Important Websites" handouts.

LEADER'S NOTE: If this is the final module for the session, participants complete the ⊟ IMPACT Pre-Service Training Evaluation.

MODULES NINETEEN AND TWENTY:

Page 19/20-5 Added – Questions for all Panel members; specific questions for resource parents.

Page 19/20-7 Added – Question for DFCS case manager or supervisor.

Page 19/20-8 Added – Questions for Foster/Adopt Teen.

Page 19/20-9 Added – Questions for Service Providers/Community Resources.

LEADER'S NOTE: If this is the final module for the session, participants complete the ⊟ IMPACT Pre-Service Training Evaluation.